

## Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Horbury Academy				
Academic Year	2019-20	Total PP budget	£241,230	Date of most recent PP Review	June 19
Total number of pupils	1063	Number of pupils eligible for PP	258	Date for next internal review of this strategy	Jan 20

2. Current attainment		
	Pupils eligible for PP (Horbury Academy)	Pupils <u>not</u> eligible for PP (national average 2019)
Year 11 cohort size	59	148
Key Stage 2 fine level	4.64	4.98
% Attaining 5-9 in English (Best) and Maths	8.5%	13.5%
% Attaining 4-9 in English (Best) and Maths	23.7%	50%
<u>Progress 8</u> score average	-1.42	-0.97
Progress 8 English	-1.46	-1.33
Progress 8 Maths	-1.78	-1.47
Progress 8 English Baccaulaureate Slots	-1.14	-0.47
Progress 8 Open Slots	-1.44	-0.9
Progress 8 Males	-1.8	-1.1
Progress 8 Females	-1.1	-0.84
Progress 8 score average for Higher Ability pupils	-2.09	-1.2
Progress 8 average for Middle Ability pupils	-1.39	-0.67
Progress 8 average for Lower Ability pupils	-0.02	-1.02
<u>Attainment 8</u> score average	31.09	41.05

<b>% Entering the English Baccalaureate</b>	52.54	66.22
<b>% English Baccalaureate average point score</b>	2.82	3.86
<b>% Attendance (all year groups)</b>	92.1 (2018-19) 95.2 (Week 2 2019-20)	95.2 (2018-19) 97.2 (Week 2 2019-20)
<b>% Persistently Absence (all year groups)</b>	27.5 (2018-19) 22.1 (Week 2 2019-20)	10.4 (2018-19) 11.4 (Week 2 2019-20)
<b>% Staying in education or entering employment after Key Stage 4</b>	96.6	97.2

### 3. Barriers to future attainment (for pupils eligible for PP)

#### Academic barriers

<b>A.</b>	<b>Teaching and Learning:</b> Staff understand and use strategies to improve teaching and learning and give appropriate intervention and support to help students learn.
<b>B.</b>	<b>Homework/Revision/Organisation:</b> The in-school gap between Pupil Premium and Non-Pupil Premium students indicate they need extra support with homework and revision for examinations.
<b>C.</b>	<b>Numeracy:</b> A higher proportion of students in the Pupil Premium group arrive with below average maths skills.
<b>D.</b>	<b>Literacy Reading Ages:</b> A higher proportion of students in the Pupil Premium group arrive with below average English skills. The higher attainers underachieve in English compared with their middle and lower counterparts. Some students eligible for the Pupil Premium have reading ages significantly below their chronological reading age

#### Additional barriers

<b>D.</b>	<b>Pastoral:</b> Many students have EBD, social skills difficulties, lack of home support, lack of breakfast, incorrect uniform and require counselling/mentoring and tailored intervention courses e.g. mental health and/or anger management.
<b>E.</b>	<b>Alternative Provision:</b> an appropriate and varied curriculum is devised to support all disadvantaged learners succeed.
<b>F.</b>	<b>Attendance:</b> An attendance gap exists between Pupil Premium students and Non Pupil Premium students, (in particular PA students).
<b>G.</b>	<b>Enrichment and Aspirations:</b> Many of our Pupil Premium students have had fewer life experiences and have not taken part in the same breadth of events as Non-Pupil Premium students e.g. enrichment activities, school trips, sports teams and student leadership groups.

#### 4. Intended outcomes (*specific outcomes and how they will be measured*)

#### Success criteria

<b>A.</b>	To close the gap by providing additional supplementary literacy support thereby raising the attainment of those students.	Gap between PP and national others decreases at GCSE.
<b>B.</b>	To close the gap by providing additional supplementary numeracy support thereby raising the attainment of those students.	Gap between PP and national others decreases at GCSE.
<b>C.</b>	Disadvantaged students do not feel 'disadvantaged' and are supported to achieve.	PP students better equipped to navigate Academy life and beyond.
<b>D.</b>	High quality wave one teaching for all students. Effective data driven intervention which supports students learning. Disadvantaged students feel supported, behave well and complete homework and revision.	Gap between PP and national others decreases at GCSE. Data demonstrates rates of exclusions for Disadvantaged students are in line or lower than national others.
<b>E.</b>	Disadvantaged students access a variety of alternative provision tailored to their individual needs.	Gap between PP and national others decreases at GCSE. Reduced NEET figures.
<b>F.</b>	To improve and secure attendance that is at or above national others for disadvantaged students, thereby significantly reducing Persistent Absence (PA).	PP attendance in line with National others.
<b>G.</b>	Disadvantaged students experience a range of extra- curricular activities and have opportunities to participate in school trips and post 16 events.	Opportunities to participate in wider experiences leads to an increase in aspirations as demonstrated by destination data.

## 5. Strategies to overcome barriers

Academic year

2019-20

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>Accord Disadvantaged First strategy</b>	Whole school consistency over six key strategies for disadvantaged students and wave 1 and 2 subject specific strategies embedded across all subjects and all year groups. To work towards closing the P8 gap between disadvantaged students and non-disadvantaged students.	Pupil Premium strategy is at the heart of academy life and is led well at all leadership levels. A clear strategy for disadvantaged students at all levels. CORE subjects have a disadvantaged lead. An increased awareness of the individual barriers/needs of disadvantaged students and a plan to meet these needs at KS3/KS4.	<ul style="list-style-type: none"><li>- Disadvantaged lead appointed in CORE.</li><li>- Subject specific wave 1 and 2 strategies outlined in all subjects.</li><li>- Fortnightly SLT/MLT Link minutes.</li><li>- Subject RAG following Data Points.</li></ul>	SC	<ul style="list-style-type: none"><li>- Subject RAG following Data Points at KS4.</li><li>- Termly PP MLT Link meeting review at KS3.</li></ul>

<p><b>Accord Disadvantaged First</b> – Quality First Teaching and Learning</p>	<p>P8 of disadvantaged is above +0 through teaching staff, leaders and support staff trained on best practices when working with different groups of disadvantaged learners. Teachers also receive regular bespoke CPD on high quality Teaching and Learning, assessment and feedback for all learners. This will develop the work of the Sutton Trust and embed the Accord Classroom.</p>	<p>Continued rigorous and challenging teaching across the academy to improve progress and outcomes for all pupils. Expected closing of PP gap as PP students benefit the most when the quality of teaching improves.</p>	<ul style="list-style-type: none"> <li>- EduDash/ Learning walks - Work scrutinies</li> <li>- SLT/MLT fortnightly Link minutes</li> <li>- Data Point analysis of cohorts for each year.</li> <li>- CPD – staff questionnaires</li> </ul>	<p>SC</p>	<ul style="list-style-type: none"> <li>- Half termly analysis of learning walks and work scrutinies leading to personalised CPD support.</li> <li>- Termly data points and outcomes.</li> </ul>
<p><b>Five A Day</b> strategy</p>	<p>All disadvantaged pupils are adequately equipped and ready to learn so that there is no gap between equipment for PP and Non-PP.</p>	<p>Disadvantaged pupils receive more behaviour logs for equipment and uniform. ‘Five A Day’ is aimed at disadvantaged learners to ensure they are adequately supported in lessons, including providing:</p> <ul style="list-style-type: none"> <li>- Equipment – ‘Five A Day’</li> <li>- Uniform</li> <li>- Revision Guides/resources</li> </ul>	<ul style="list-style-type: none"> <li>- Behaviour logs monitored for equipment sanctions.</li> <li>- Link meetings with PYLs.</li> <li>- Learning mentor and parental support where necessary.</li> <li>- Daily Purple Line checks, so immediate support available</li> </ul>	<p>SG</p>	<ul style="list-style-type: none"> <li>- Through daily Purple Line checks, and PYL updates through BROMCOM</li> <li>-QA of PYL updates and actions at least fortnightly</li> </ul>
<b>Total budgeted cost</b>					<p>£109,230</p>
<b>ii. Targeted support</b>					
<p><b>Action</b></p>	<p><b>Intended outcome</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>

<p><b>Accord Disadvantaged First</b> - Outcomes</p> <p>Cohort and Subject specific AIM meetings.</p>	<p>To implement the new AIM meetings to rapidly identify underachievement amongst our disadvantaged students and to enable tailoring of intervention to specific subject areas and barriers.</p>	<p>Staff are able to access a wide range of up-to-date PP data to enable them to act proactively with disadvantaged students. The data will help inform the Disadvantaged First strategy within subject areas and will allow a greater understanding of cohorts and barriers in order to enable bespoke intervention to be put in place. The AIM meetings focus mostly on Year 11 students.</p>	<ul style="list-style-type: none"> <li>- Subject AIM meetings (half termly).</li> <li>- Attainment AIM meetings (3 weekly).</li> <li>- 4Matrix.</li> <li>- SLT/MLT fortnightly Link meetings.</li> <li>- Fortnightly Director meetings with the Principal.</li> <li>- SLT mentoring.</li> </ul>	<p>SB</p>	<ul style="list-style-type: none"> <li>- Termly data point analysis.</li> <li>- Fortnightly AIM meetings.</li> </ul>
<p><b>Literacy support – KS3</b></p>	<p><b>Reading Matters intervention</b> PP students whose reading age falls below 9.6 to take part in the volunteers reading programme. Students are tested regularly and also re-tested for any dips over the course of the year. Minimum 6+ month's improvement on reading age.</p>	<p><b>Reading Matters intervention</b> This intervention is designed to stimulate the engagement and progress of key PP students with reading, with a specific focus on boys.</p>	<ul style="list-style-type: none"> <li>- Weekly reading support with external volunteers and this year we are trialling student volunteers. Runs over 8-10 weeks.</li> <li>- Regular testing and re-testing using the Hertfordshire Reading Test.</li> </ul>	<p>NW</p>	<ul style="list-style-type: none"> <li>- Half termly report</li> </ul>
	<p><b>KS3 'Step Up' Programme</b> Students identified work on literacy and life skills to improve their confidence throughout KS3.</p>	<p><b>KS3 'Step Up' Programme</b> KS3 students with literacy, behavioural and/or confidence barriers identified and work in a small group on literacy and life skills with the SENCO.</p>	<ul style="list-style-type: none"> <li>- Module assessments are planned into the Scheme of Work.</li> </ul>	<p>VM</p>	<ul style="list-style-type: none"> <li>- Module assessment scores.</li> <li>- English data for identified cohort.</li> </ul>

	<p><b>Targetted group in English – Years 8 and 9</b> A Pupil Premium only English group has been created in Years 8 and 9 of predominantly PP boys with lead practitioner or head of Department.</p>	<p><b>Targetted group in English – Years 8 and 9</b> A higher proportion of students in the Pupil Premium group arrive with below average English skills. Some students eligible for the Pupil Premium have reading ages significantly below their chronological reading age</p>	<ul style="list-style-type: none"> <li>- Module assessments are planned into the Scheme of Work.</li> <li>- SLT/MLT link meetings</li> </ul>	DK	<ul style="list-style-type: none"> <li>- Termly data point analysis.</li> <li>- Module assessment scores.</li> </ul>
<b>Numeracy support – KS3</b>	<p><b>Maths mentoring scheme (NEW)</b> PP students identified through KS2 SATs to be below expected progress are to receive one-to-one maths support through a cohort of student maths mentors. To be trialled initially with Year 7</p>	<p><b>Maths mentoring scheme (NEW)</b> This intervention is designed to stimulate the engagement and progress of key PP students in Maths, with a specific focus on boys.</p>	<ul style="list-style-type: none"> <li>- Identification of PP cohort using KS2 Maths data.</li> <li>- Baseline testing to identify areas of focus.</li> <li>- Training of Maths mentors.</li> <li>- 8-10 week programme of mentoring.</li> <li>- Exit testing to ascertain impact.</li> </ul>	NW/ Maths lead	<ul style="list-style-type: none"> <li>- Termly data point analysis.</li> <li>- Module assessment scores.</li> </ul>
	<p><b>Additional groups in Maths – Y7</b> PP students identified through KS2 Maths SATs to have achieved a score of 95 and below are to receive additional maths support through the creation of an additional class -</p>	<p><b>Additional groups in Maths – Y7</b> A higher proportion of students in the Pupil Premium group arrive with below average maths skills. SumDog (KS3) learning platform and targeted use of Hegarty Maths</p>	<ul style="list-style-type: none"> <li>- Module assessments are planned into the Scheme of Work.</li> <li>- SLT/MLT link meetings</li> </ul>	Head of maths	<ul style="list-style-type: none"> <li>- Termly data point analysis.</li> <li>- Module assessment scores.</li> </ul>

<p><b>Supporting Success – Year 11</b></p>	<p>To work towards closing the P8 gap between disadvantaged students and non-disadvantaged students.</p>	<p>Through Year 11 Subject AIMS, PP students identified as below expected progress in individual subjects will be placed into smaller cohort interventions to support their progress with specific skills/topics. This support spans a wide variety of subjects but does focus strongly on achievement in CORE subjects.  Examples include:  - Period 1 (led by experienced teachers).  - Bespoke curriculum time.  - Targeted Period 7 (led by experienced teachers).  - Holiday/weekend sessions.  - Online learning platforms: Hegarty maths, SumDog.  - Subject masterclasses.  - Parent conference</p>	<ul style="list-style-type: none"> <li>- Subject AIM meetings used to identify key PP students in need of intervention.</li> <li>- Attendance to P1 and P7 tracked.</li> <li>- Data Point analysis.</li> <li>- Access and progress on learning platforms tracked and analysed for PP students.</li> <li>- SLT presence and learning walks for QA.</li> <li>- Faculty CPD for QA.</li> <li>- SLT/MTL Link meetings.</li> </ul>	<p>SB</p>	<ul style="list-style-type: none"> <li>- Half termly Subject AIMS – data reviewing.</li> <li>- Termly data points.</li> </ul>
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<p><b>Supporting Success – Years 8, 9 and 10</b></p>	<p>To work towards closing the P8 gap between disadvantaged students and non-disadvantaged students in a long term approach to support.</p> <p>For cohorts completing a qualification in Year 10, the same AIM process as for year 11 students will take place.</p>	<p>Through the new assessment methodology, any disadvantaged student identified as making below expected progress will receive targeted intervention to close gaps in learning. This support spans a wide variety of subjects but does focus strongly on achievement in CORE subjects. Examples include:</p> <ul style="list-style-type: none"> <li>- DIRT time following hinge assessments</li> <li>- Targeted Period 7</li> <li>- Online learning platforms: Hegarty maths, SumDog.</li> <li>- Subject masterclasses</li> </ul>	<ul style="list-style-type: none"> <li>- Subject AIM meetings used to identify key PP students in need of intervention.</li> <li>- Attendance at interventions tracked.</li> <li>- Data Point analysis.</li> <li>- Access and progress on learning platforms tracked and analysed for PP students.</li> <li>- SLT presence and learning walks for QA.</li> <li>- Faculty CPD for QA.</li> <li>- SLT/MLT Link meetings</li> </ul>	<p>SB</p>	<p>Regular review at SLT link meetings</p> <p>Half termly by curriculum leaders</p> <p>Year 10 AIM meetings</p>
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**Total budgeted cost** £30,000

**iii. Other approaches**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p><b>Accord Disadvantaged First – Pastoral</b></p> <p>New 'HUB' intervention rooms</p>	<p>SEMH interventions to be supported through a structured timetable, including: BEAM (anger management), smoking intervention, social skills, hygiene, and safeguarding e.g. online and restorative practice.</p>	<p>Many students have EBD, social skills difficulties, lack of home support, lack of breakfast, incorrect uniform and require counselling/mentoring and tailored intervention courses e.g. mental health and/or anger management.</p>	<p>Appointment of a new Inclusion Co-ordinator (Sept 2019) who will lead 1-2-1 and small group sessions in the 'HUB' and work with outside agencies and Academy colleagues.</p>	<p>SG</p>	<p>-QA of Inclusion updates and actions at least fortnightly</p>
<p><b>Accord Disadvantaged First</b></p>	<p>Increased parental engagement for</p>	<p><b>Parent Conferences:</b> To engage parents with the</p>	<p>Attendance and feedback:</p>	<p>JJ</p>	<p>Half termly post-</p>

– Parental Engagement strategy	our disadvantaged pupils through proactive and supportive strategy for Years 7-11.	Academy and provide a specific focus on study support and welfare support strategies to maximise pupils’ outcomes. - Subject specific presentations to parents with strategies to support pupils at home. - Online learning platforms launched – Hegarty Maths and EduCake - All Y11 PP pupils allocated a mentor from SLT/MLT – meeting with parents. - Revision and exam techniques shared.	Hegarty Maths and EduCake monitoring		conference  Outcomes
		<b>Parent’s Evenings:</b> Increase the attendance of disadvantaged parents/carers at all Parents’ Evenings Years 7-11: - Phones calls home to PP - Appointment support for PP	Tracking of appointments made Attendance figures for parents evenings	JJ	After each parents evening – attendance figures analysed.
<b>Accord Disadvantaged First</b> - Attendance	Attendance, behaviour and exclusions of all pupil premium pupils at the academy are in line with national and improved since 2017-18. They are a key feature of our Accord Disadvantaged First Strategy – launched Sept 2019.	The more time a child spends around other children, whether in the classroom or as part of a school team or club, the more chance they have of making friends and feeling included, boosting social skills, confidence and self-esteem.	Data analysis KIT Reports EWO records on CPOMs and with LA Fast track records Penalty notice issued Student tracking	SG	Weekly analysis  Daily updates and reports through Bromcom  QA of PYL updates and actions at least fortnightly
<b>Accord Disadvantaged First</b> - Behaviour		Evidence has shown that improving behaviours and attitudes can be most effective when a number of different approaches are adopted. Including routine, clear expectations and set standards.	Academy Behaviour Policy in place. Behaviour training for all staff and part of new staff induction. Non-teaching PYLs in post	SG	Weekly analysis Daily updates and reports through Bromcom

		Where behaviour problems occur the key to successfully resolving these problems is engaging the pupil through collaborative working between the parent and the Academy.	Fortnightly strategy meetings: AP and PYLs Analysis of data KIT meetings Student tracking		QA of PYL updates and actions at least fortnightly
Alternative Provision		Alternative provision is defined as something a young person participates in as part of their regular timetable, away from the Academy. We use provisions to prevent exclusions, prevent NEETs or to re-engage pupils in their education. Bespoke timetables, interventions and alternative provision is used where required. PP funding is used to access external support and off site provision.	Inclusion Co-ordinator leads on internal interventions in collaboration with Pastoral Year Leaders. Reports and updates from AP Provision. Quality assurance visits from MAT staff to AP providers.	SG	Half-termly updates
<b>Accord Disadvantaged First</b> - Enrichment	To provide additional enrichment and experiences for disadvantaged pupils through part funding of school trips: Y7 to Ypres Y8 to Paris Y9 to Barcelona Y10 to Sicily Y11 Ski Trip	Many Pupil Premium students have had fewer life experiences and have not taken part in the same breadth of events as Non-Pupil Premium students e.g. enrichment activities, school trips, sports teams and student leadership groups.	PP participation tracked via BROMCOM Standard trips letters to guide parents on how to apply for financial support Parental consultation evenings personal development workshop	JJ	Termly
Careers Support	Disadvantaged pupils of all abilities are prepared for college/job/university interviews. NEET figures decrease on 2018/19.	Year 10 Mock Interview Day and Wakefield College/ Ossett Sixth Form College taster days. Pupils are prepared for interviews through bespoke Period 1 activities, leading up to an interview with feedback by an external interviewer. PP analysis of	External stakeholder feedback NEET figures Destinations data Careers advisor intervention program for PP students underperforming tracked	DG	Term 2

		scores will lead to additional support with the process and followed by a re-interview to show improvement.			
<b>Total budgeted cost</b>					<b>£102,000</b>
<b>Overall budgeted cost 2019-2020</b>					<b>£241,230</b>

